DOCUMENT RESUME

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ABSTRACT

This document is part 1 of the workbook for grade 5 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Sixty-nine performance objectives are included in this part of the grade 5 workbook, designed to develop numeration, computational, fraction, measurement, decimal, and geometric concepts and skills. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

SE 045 523

03-2005-24

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See catalogue for price.

FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

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Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

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Lenore Marie Messina	P.S. 151K
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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

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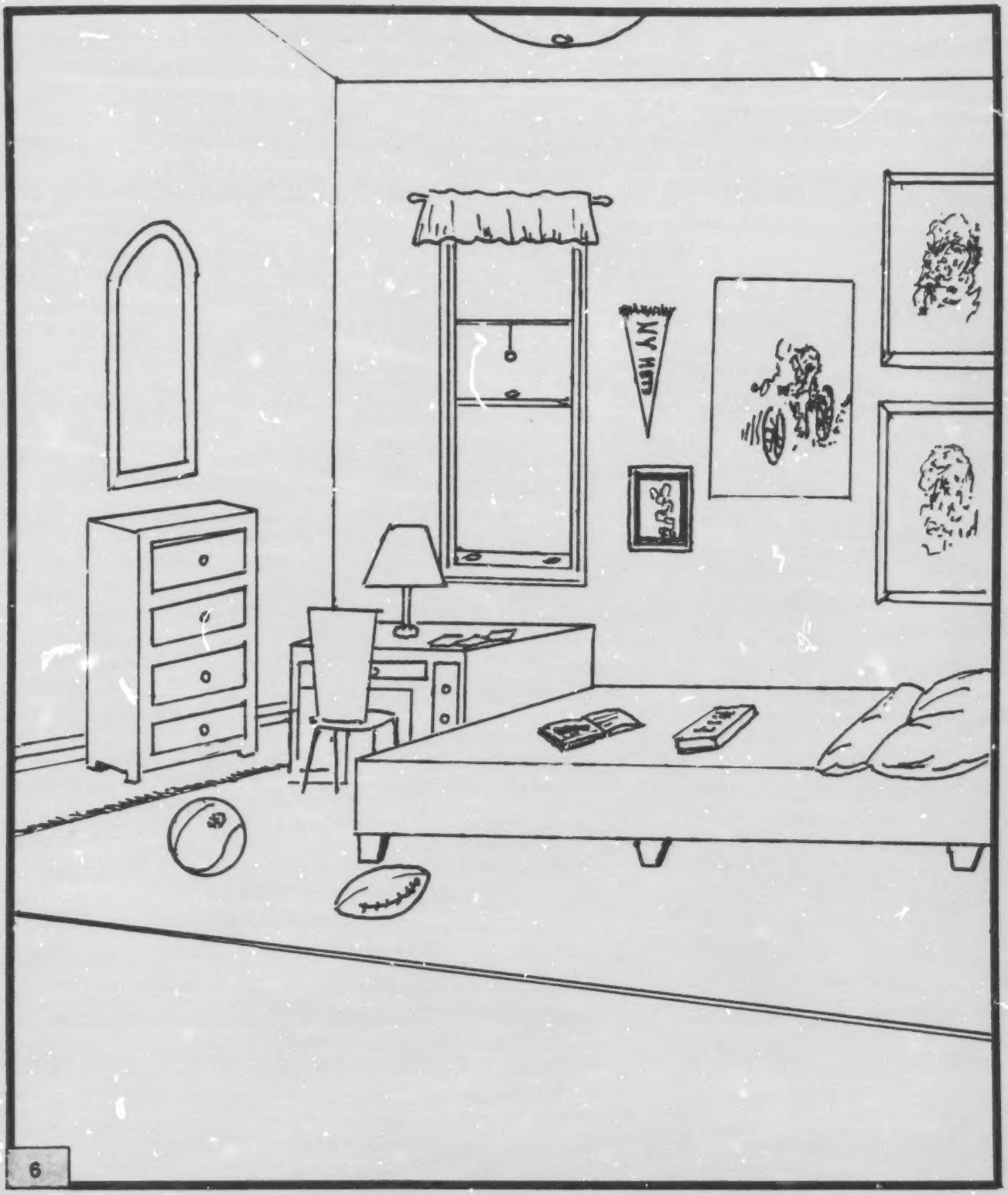
P.O. 5.09.01.01

NAME:_____ CLASS:_____ DATE:_____

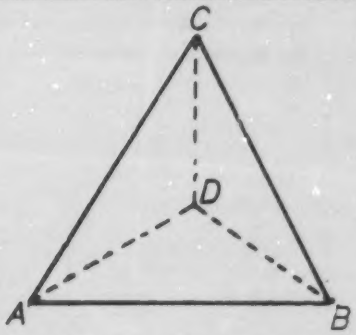
Directions: Select objects from the room which could be used as models for planes.



P.O. 5.09.01.02

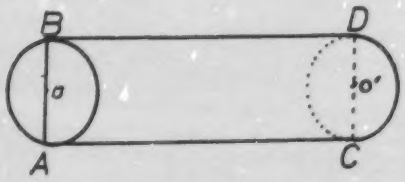
NAME: _____ CLASS: _____ DATE: _____

Directions: In each figure name two sets of intersecting planes. If there are no sets of intersecting planes, write none beneath the picture.

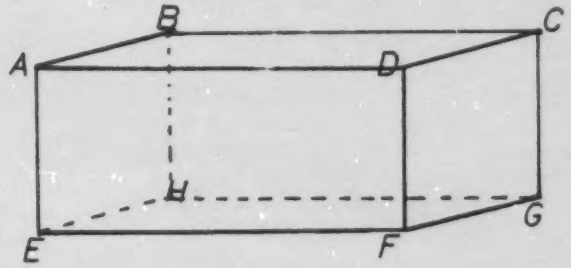


Intersecting planes are:

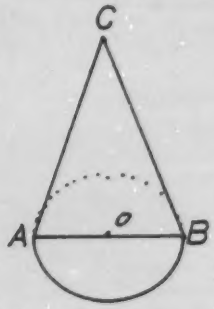
ABC & ABD
ABC & ACD
ABC & BCD
ACD & BCD
ACD & ABD
BCD & ABD



Intersecting planes are:

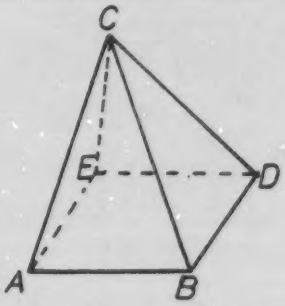


Intersecting planes are:



Intersecting planes are:

Intersecting planes are:

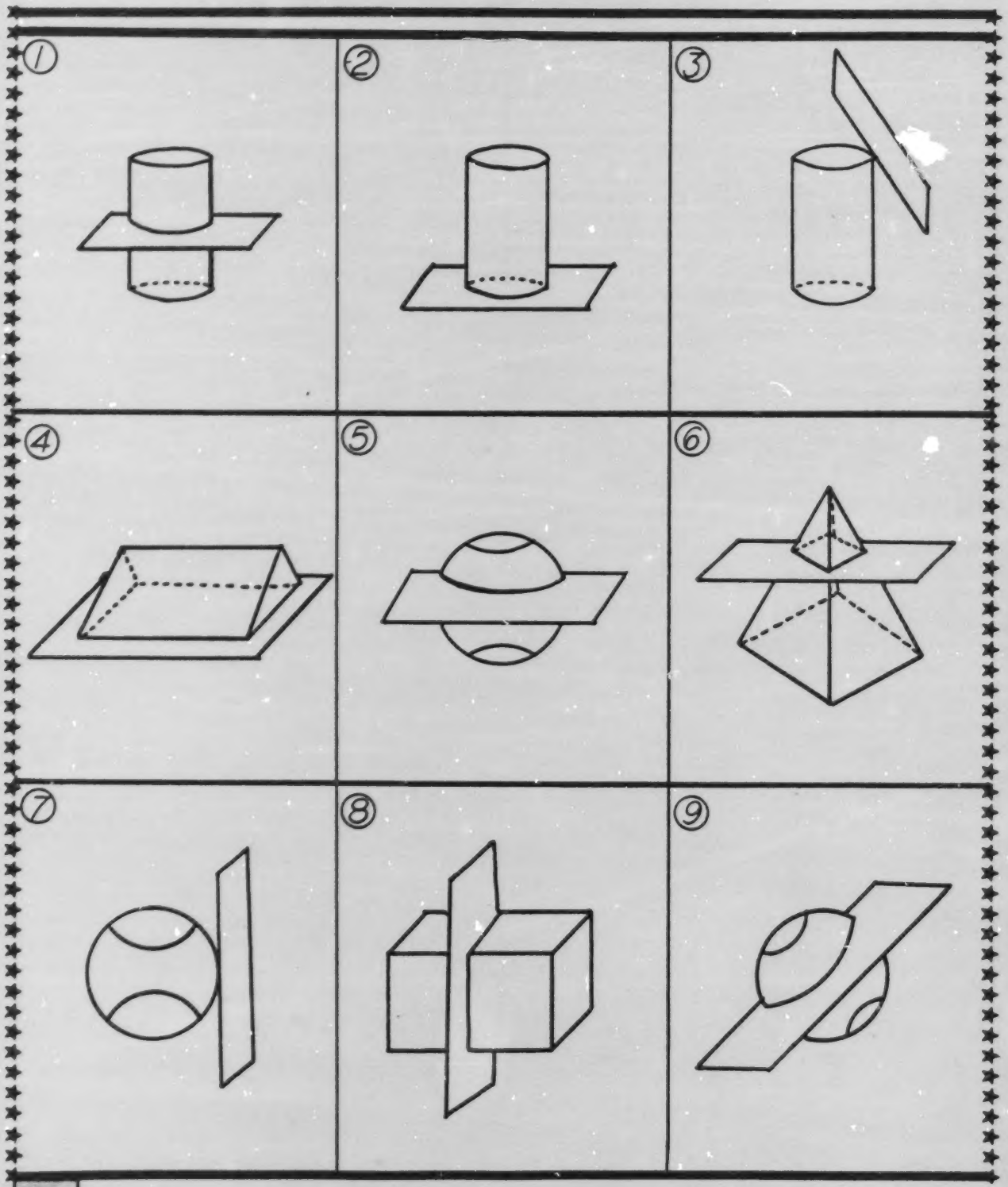


Intersecting planes are:

P.O. 5.09.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Circle each picture, showing the intersection between the space figure and the plane



8

P.O. 5.14.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: I What does the circled digit stand for? Write your answer two ways.

II Write the standard numeral.

TH	H	T	O	
5	1	(4)	0	5140

A. 5 1 (4) 0 — 4 tens / 40	F. 4 2 (9) 6 — _____ / _____
B. (1) 0 1 0 — _____ / _____	G. 9 (3) 4 9 — _____ / _____
C. 7 (6) 8 3 — _____ / _____	H. 8 (7) 5 3 — _____ / _____
D. 6 3 5 (8) — _____ / _____	I. 9 (9) 9 9 — _____ / _____
E. (3) 5 6 1 — _____ / _____	J. 4 5 (6) 7 — _____ / _____

II. a. four thousand six hundred fifty three 4,653

b. eight thousand three hundred twenty _____

c. four thousand forty _____

d. nine thousand three hundred thirty eight _____

e. seven thousand five hundred sixty six _____

P.O. 5.14.01.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Write each number in expanded form.

A.	5862	5000 + 800 + 60 + 2
B.	8166	___ + ___ + __ + ___
C.	9835	___ + ___ + __ + ___
D	7474	___ + ___ + __ + ___
E.	6928	___ + ___ + __ + ___
F.	1839	___ + ___ + __ + ___
G.	6458	___ + ___ + __ + ___
H.	8364	___ + ___ + __ + ___
I.	2142	___ + ___ + __ + ___
J.	7869	___ + ___ + __ + ___

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P.O. 5.14.01.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Write the standard numeral then use the key to break the code.

Key

A	B	C	E	F	H	M	N	T	U
7469	3574	8297	5678	8943	8391	5064	4753	6834	6869

5000+60+4
5064
M

7000+400+60+9

6000+800+30+4

8000+300+90+1

8000+200+90+7

7000+400+60+9

4000+700+50+3

3000+500+70+4

5000+600+70+8

8000+900+40+3

6000+800+60+9

4000+700+50+3

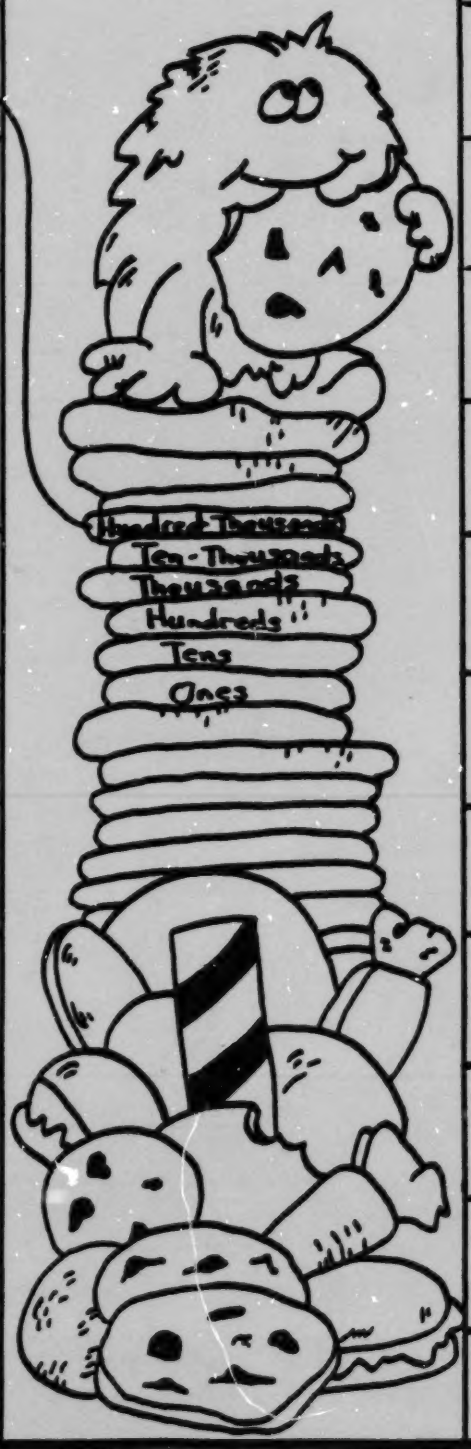
11

P.O. 5.01.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Match the value of the underlined digit to its name. Write the expanded value of the underlined digit.

Numeral		Value
3̲52,637		300,000
438,52̲5		
820,1̲36		
93̲5,437		
243,7̲10		
86̲5,284		
270,3̲05		
934,86̲5		
43̲8,217		
5̲01,352		

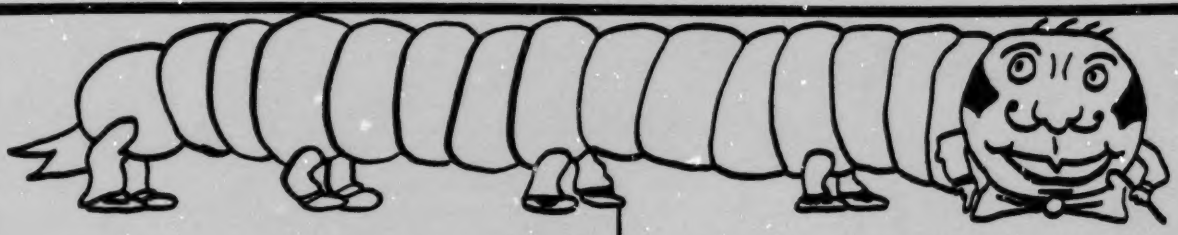


12

P.O. 5.01.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Fill in the circle with the correct sign < or > .



802,763	>	430,205	234,829		234,729
952,713		357,216	628,486		630,422
100,351		300,351	783,512		782,512
457,824		357,216	686,424		687,424
865,213		763,246	300,208		300,207
327,815		532,705	128,112		200,400
463,276		832,716	283,637		273,636
121,318		112,318	428,111		428,101
202,408		220,408	829,123		830,002
334,512		333,512	901,208		902,208

13

P.O. 5.01.02.01

NAME:_____CLASS:_____DATE:_____

Directions: Part I Round each number to the nearest ten thousand.
Part II Rewrite each headline rounding the numbers to the nearest ten thousand.

34,830	_____	208,450	_____
41,640	_____	621,290	_____
76,106	_____	851,485	_____
147,605	_____	479,100	_____
354,299	_____	535,645	_____

The Board of Education will spend $268,104 on books for pupils.

The New York Mets had 53,105 spectators attend yesterdays game.

The Federal Government will hire 121,093 new workers to help rebuild city streets throughout the country.

P.O. 5.01.02.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Round numbers to the nearest ten thousand and hundred thousand.

I. Round each number to the nearest ten thousand:

1) 26,400 _____ 2) 31,326 _____

3) 42,560 _____ 4) 71,344 _____

5) 56,000 _____ 6) 563,901 _____

III. Round each number to the nearest hundred thousand:

1) 201,840 _____ 2) 740,513 _____

3) 864,300 _____ 4) 453,275 _____

5) 387,217 _____ 6) 829,037 _____

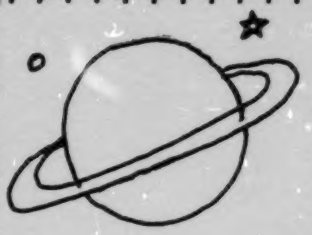
III. Complete the following chart:

Number	Rounded to the nearest ten thousand	hundred thousand
782,678		
939,620		
839,412		
531,426		
606,065		
708,094		
231,412		
385,991		

P.O. 5.01.02.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Round to the place shown.



Rounding Numbers: round to the place shown.

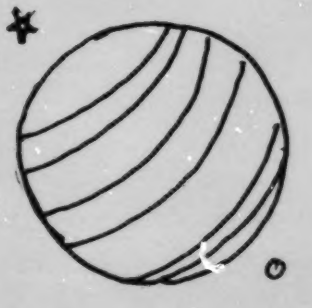
1. The diameter of Saturn is about _____ miles (thousands)
   74,187
2. The diameter of Jupiter is about _____ (ten thousand)
   887,712
3. The moon is approximately _____ miles from earth (ten thousand)
   247,667
4. The Earth is about _____ miles from the sun (hundred thousand)
   92,876,421

Round to the nearest hundred

2,364 8,451 7,290 5,745 6,720

Round to the nearest thousand

21,645 34,265 54,980 72,150



P.O. 5.14.02.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Add. Then use the key to answer the riddle.

What Is A Boxer's Favorite Drink ?

58 +21 79 F	324 +155	52 +36	720 +269	354 +425
36 +63	21 +67	360 +409	123 +321	234 +561

Key

T	C	F	H	I	N	P	R	U
779	444	79	795	989	769	99	479	88

17

P.O. 5.14.02.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Add. Use the key to answer the riddle.

a. $\begin{array}{r} 173 \\ +\ 242 \\ \hline 415 \end{array}$	b. $\begin{array}{r} 653 \\ +\ 238 \\ \hline \end{array}$	c. $\begin{array}{r} 27 \\ +\ 46 \\ \hline \end{array}$
d. $\begin{array}{r} 65 \\ +\ 27 \\ \hline \end{array}$	e. $\begin{array}{r} 519 \\ +\ 381 \\ \hline \end{array}$	f. $\begin{array}{r} 192 \\ +\ 641 \\ \hline \end{array}$
g. $\begin{array}{r} 206 \\ +\ 209 \\ \hline \end{array}$	h. $\begin{array}{r} 296 \\ +\ 385 \\ \hline \end{array}$	i. $\begin{array}{r} 261 \\ +\ 572 \\ \hline \end{array}$

Key	A	C	E	H	K	L	T
	415	891	73	92	900	833	681

A

b d g f c - i g h c

18

P.O. 5.02.01.01

NAME:_____ CLASS:_____ DATE:_____

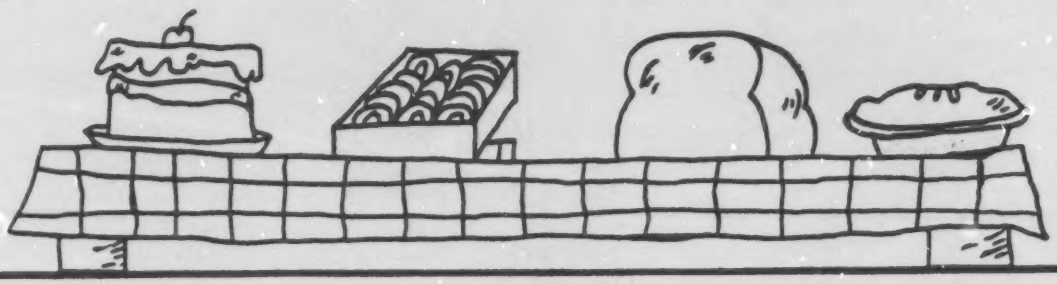
Directions: Solve and check each example.

ADD	CHECK	ADD	CHECK
4,348 +2,614	2,614 +4,348	347,293 +219,475	
2,645 +5,791		274,362 +159,008	
4,978 +4,266		764,013 +145,327	
15,325 +62,704		264,381 +225,490	
$28.46 + 14.95 $		$2643.27 + 1952.61 $	
$263.07 + 145.99 $		$7432.98 + 427.60 $	

P.O. 5.02.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Follow the directions in each box.



Round each number to the nearest thousand.

6,234	_____	7,584	_____
2,975	_____	1,046	_____
1,796	_____	4,489	_____

Round each number to the nearest ten thousand.

24,317	_____	71,966	_____
19,455	_____	55,418	_____
26,740	_____	84,600	_____

Round each number to the nearest hundred thousand.

375,164	_____	195,200	_____
631,208	_____	586,314	_____
756,675	_____	413,769	_____

P.O. 5.02.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Read each problem. Estimate the answer, solve and check in the labeled box below each problem.

The Parker Avenue School spent $354.80 for all the 5th grade children to go the the circus. Then the school spent $296.50 for the 5th grade children to go to the Planetarium. How much did the school spend in all?

Estimate	Solve	Check

On Monday 347,196 people rode the subway to New York City. On Tuesday 483,103 people rode the subway. How many people rode the subway on both days?

Estimate	Solve	Check

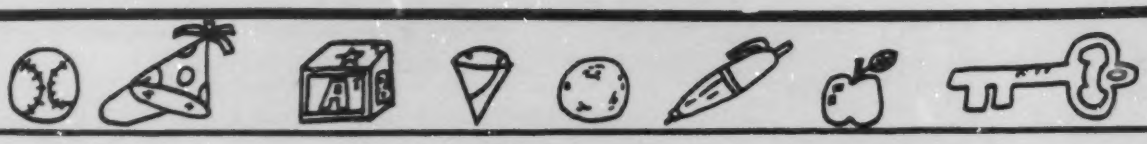
In one year the Smith family drove their car 27,684 kilometers. The following year they drove their car 15,293 kilometers. How far did they drive during the two years?

Estimate	Solve	Check

P.O. 5.02.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Read each problem. Estimate the answer, solve, and check in the labeled boxes below each problem.



On Friday 236,483 people were at the circus. On Saturday 473,293 people were at the circus. How many people were there both days?

Estimate	Solve	Check

At the Burger Shack 46,725 hamburgers and 20,495 orders of french fries were sold. How many hamburgers and french fries were sold in all?

Estimate	Solve	Check

Last month $2,436.20 was spent at the County Fair. This month $1,879.65 was spent there. How much was spent there for both months?

Estimate	Solve	Check

P.O. 5.14.03.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Subtract. Use the key to solve the riddle.

What Is A Ghost's Favorite Food ?

Key	B	E	G	L	M	O	U
	211	111	444	24	40	41	343

(a)	526 -315 211	(b)	224 -113	(c)	987 -543
(d)	68 -44	(e)	90 -50	(f)	987 -946
(g)	876 -665	(h)	569 -226	(i)	451 -410

B

_____ _____ _____ _____ _____ _____

a f i g d b

_____ _____ _____

c h e

23

P.O. 5.14.03.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Subtract. Use the key to solve the riddle.

What do bulls eat?

Key	B	E	L	N	O	U	Y
	181	48	287	19	628	379	29

a. 605 − 424 = 181	b. 84 − 36 =	c. 422 − 135 =
d. 38 − 19 =	e. 854 − 226 =	f. 823 − 444 =
g. 52 − 23 =	h. 409 − 122 =	i. 837 − 550 =

B ___ ___ ___ - ___ ___ ___ ___ ___

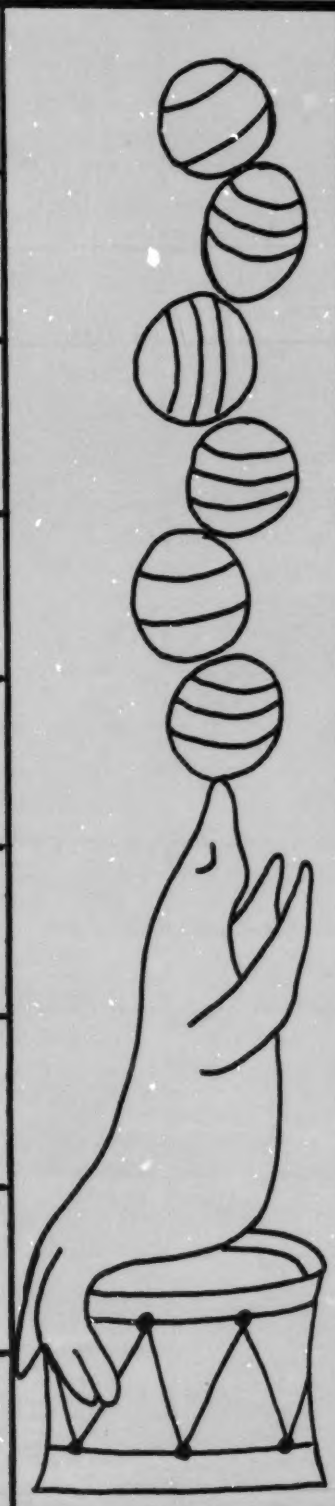
a f c h i e d b g

24

P.O. 5.03.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Regroup where necessary and subtract.

852,731 -113,421		755,849 -460,738
591,884 -134,730		398,245 -176,934
702,530 -380.261		865,767 -535,484
560,437 -248,213		837,984 -527,693
957,034 -635,612		748,291 -316,750
885,472 -343,731		866,375 -484,254
648,968 -319,584		241,865 -118,423
299,368 -184,863		773,414 -491,302
774,843 -415,313		585,374 -122,196

P.O. 5.03.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Round each number and subtract.

534,265 -211,375 500,000 - 200,000 300,000	544,397 -118,257
878,156 -543,275	443,792 -142,439
776,352 -343,295	900,637 -881,751
632,765 -118,463	551,724 -259,934
492,987 -134,986	374,857 -191,253
192,376 -134,757	450,445 -210,843
886,275 -434,389	766,813 -312,245
519,275 -111,432	845,375 -281,434
464,105 -223,275	335,415 -192,165

P.O. 5.03.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Solve and check.

1. Rosa purchased a car for $5,138.25. She had $8,943.84 saved up. How much money did she have left?

Estimate	Compute	Check
$ 9,000.00	$ 8,943.84	$ 5,138.25
- 5,000.00	- 5,138.25	+ 3,805.59
$ 4,000.00	$ 3,805.59	$ 8,943.84

2. If the moon is about 235,000 miles from earth and a spaceship is 10,000 miles away from earth, how far is the spaceship form the moon?

3. If it costs $2,873.34 to go to California and $1,564.31 to go to Houston, how much will you save by going to Houston?

4. Our house needs repairs. It is estimated that repairs will cost $3,475.27. If we have $2,134.64 saved up, how much money will we have left after completing repairs?

5. A questionnaire was sent to 912,473 people. Only 594,365 people sent it back. How many people did not answer the questionnaire?

P.O. 5.13.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Join the two sets. What are the elements of the new set? Hint: Do not repeat any members. Put members in number order.

SET A = {1, 3, 5, 7, 9}
SET B = {3, 6, 9, 12}
SET C = {1, 3, 5, 6, 7, 9, 12}

1, 3, ~~3~~, 5, 6, 7, 9, ~~9~~, 12

SET A = {12, 4, 6, 8, 10}
SET B = {3, 6, 9, 12, 15}
SET C =

SET A = {a, b, e, f, q}
SET B = {e, q, m, a, c}
SET C =

SET A = {carole}
SET B = {charles}
SET C =

SET A = {fraction}
SET B = {finte}
SET C =

SET A = {3, 6, 9, 12, 15}
SET B = {6, 18, 24, 12}
SET C =

SET A = {diagrm}
SET B = {diamon}
SET C =

P.O. 5.13.01.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Join the two sets. What are the elements of the intersection. Draw a Venn diagram.

SET A = {CANDY} SET B = {CANE} A ∪ B = A ∩ B =	SET A = {PURPLE} SET B = {PLUM} A ∪ B = A ∩ B =
SET A = {3, 6, 9, 12, 15} SET B = {2, 4, 6, 8, 10, 12} A ∪ B = A ∩ B =	SET A = {GOLDEN} SET B = {GLOBE} A ∪ B = A ∩ B =
SET A = {GERMAN} SET B = {FRENCH} A ∪ B = A ∩ B =	SET A = {1, 3, 5, 7, 9} SET B = {3, 6, 9, 12} A ∪ B = A ∩ B =
SET A = {CHICKEN} SET B = {STICK} A ∪ B = A ∩ B =	SET A = {LEMON} SET B = {LIME} A ∪ B = A ∩ B =

P.O. 5.13.01.03

NAME:_____ CLASS:_____ DATE:_____

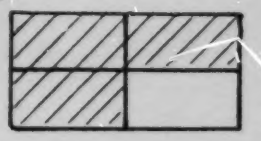
Directions: Make 2 subsets, with 3 or more elements in each subset, from each universal set.

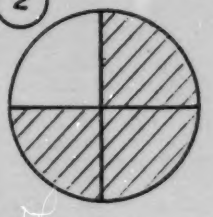
U = things we can drink.	U = things that have wheels.
U = multiples of 3.	U = prime numbers.
U = all odd numbers.	U = things that can move by themselves.
U = multiples of 4.	U = things that are round.

P.O. 5.14.04.01

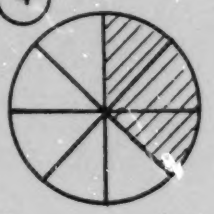
NAME: _____ CLASS: _____ DATE: _____

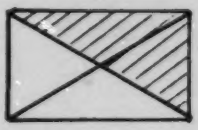
Directions: What part of the whole is shaded?
What part of the whole is not shaded?

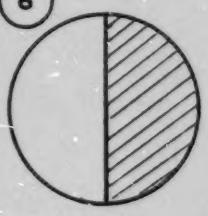
1.  $\frac{3}{4}$ $\frac{1}{4}$

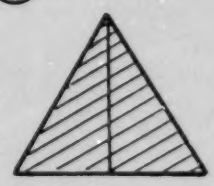
2. 

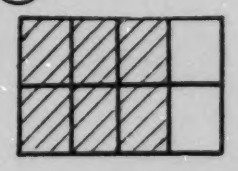
3.

4. 

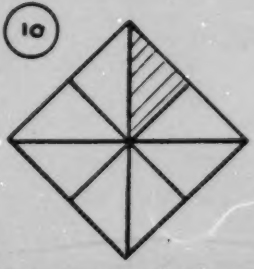
5. 

6. 

7. 

8. 

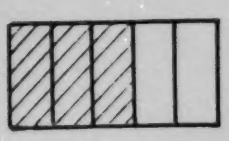
9.

10. 

P.O. 5.14.04.02

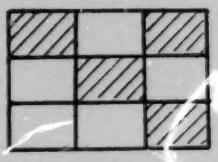
NAME: _____ CLASS: _____ DATE: _____

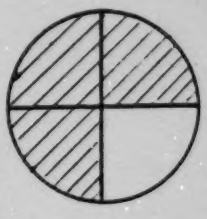
Directions: Count the shaded parts and identify the numerator and the denominator.

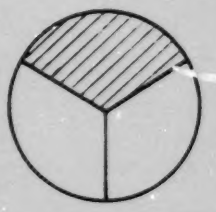


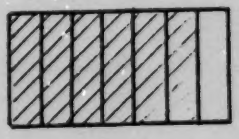
3 numerator

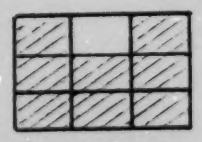
5 denominator

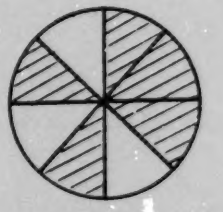


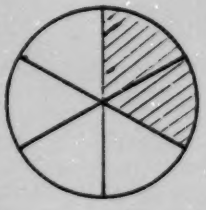


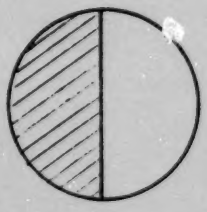


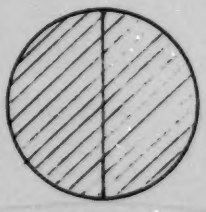










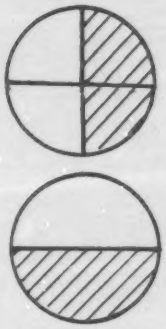


32

P.O. 5.14.04.03

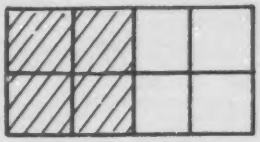
NAME: _____ CLASS: _____ DATE: _____

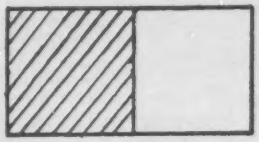
Directions: Name the equivalent fractions.

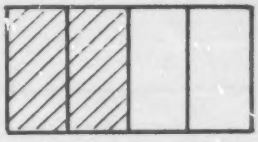


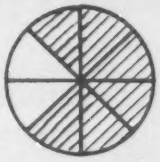
$\frac{2}{4}$

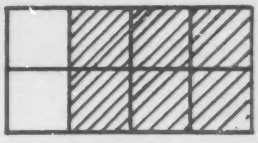
$\frac{1}{2}$

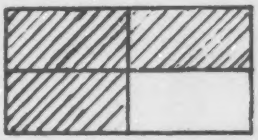


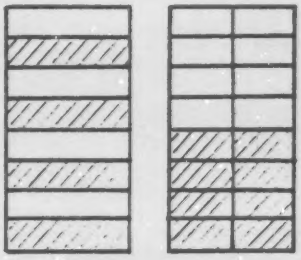








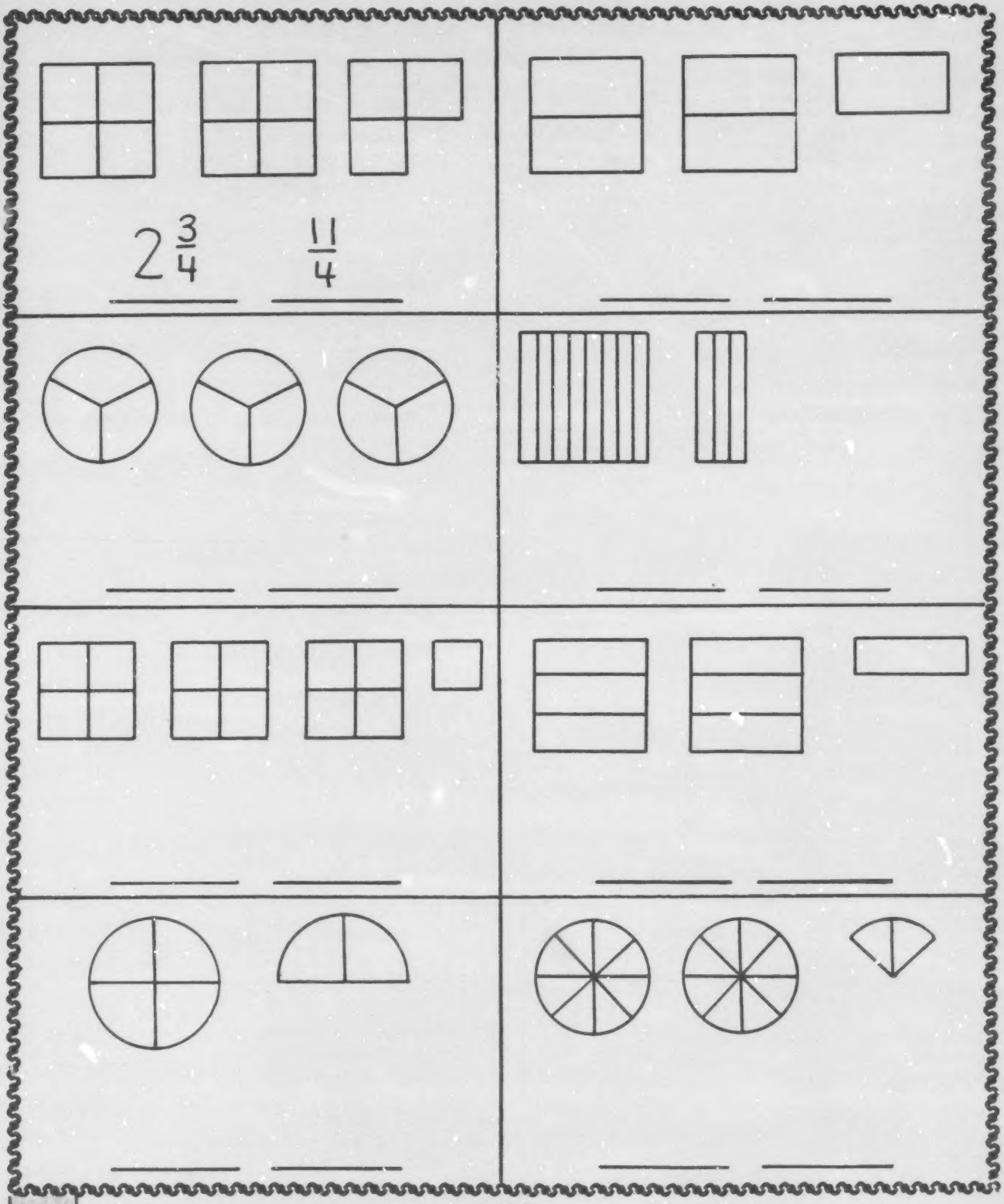




P.O. 5.14.04.04

NAME: _____ CLASS: _____ DATE: _____

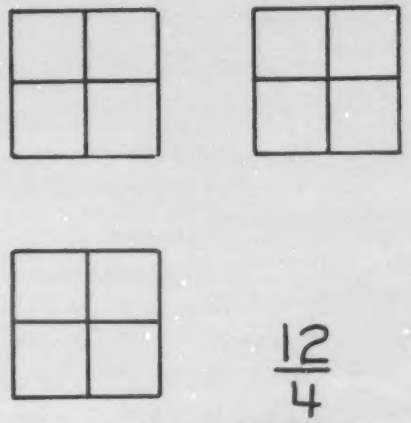
Directions: Write the mixed number and the improper fraction shown by the picture.



P.O. 5.14.04.05

NAME: _____ CLASS: _____ DATE: _____

Directions: Write the fraction that is shown by the diagram.



$\frac{12}{4}$

P.O. 5.14.04.06

NAME: _____ CLASS: _____ DATE: _____

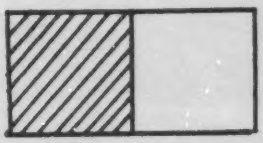
Directions: Add or subtract.

Example $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$	$\frac{1}{4} + \frac{1}{4} =$
$\frac{9}{10} - \frac{7}{10} =$	$\frac{2}{5} + \frac{2}{5} =$
$\frac{4}{12} + \frac{2}{12} =$	$\frac{2}{3} - \frac{1}{3} =$
$\frac{3}{10} + \frac{5}{10} =$	$\frac{3}{4} - \frac{1}{4} =$
$\frac{4}{5} - \frac{1}{5} =$	$\frac{7}{12} - \frac{2}{12} =$
$\frac{6}{11} + \frac{3}{11} =$	$\frac{4}{9} + \frac{2}{9} =$
$\frac{1}{2} + \frac{1}{2} =$	$\frac{7}{10} - \frac{2}{10} =$

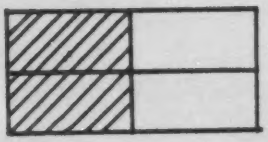
P.O. 5.06.01.01

NAME:_____ CLASS:_____ DATE:_____

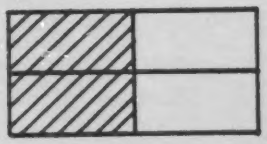
Directions: Find equivalent fractions.



$\frac{1}{2}$



$\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$



$\frac{2}{4}$

Make Equivalent Fractions.

1. $\frac{3}{4} \times \frac{3}{3} =$ ☐

2. $\frac{3}{10} \times \frac{2}{2} =$ ☐

3. $\frac{3}{4} \times \frac{4}{4} =$ ☐

4. $\frac{1}{6} \times \frac{2}{2} =$ ☐

5. $\frac{2}{3} \times \frac{3}{3} =$ ☐

6. $\frac{4}{6} \times \frac{2}{2} =$ ☐

7. $\frac{1}{3} \times \frac{3}{3} =$ ☐

8. $\frac{1}{4} \times \frac{2}{2} =$ ☐

P.O. 5.06.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Find equivalent fractions by dividing the numerator and denominator of each fraction by the same number.

$\frac{6}{8} = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$

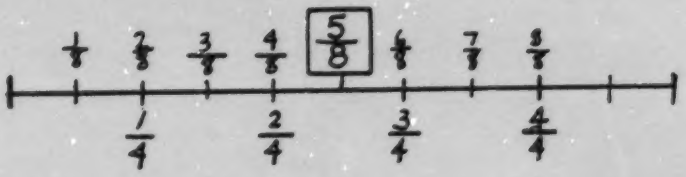
Find equivalent fractions by dividing.

1. $\frac{4}{12}$	6. $\frac{9}{12}$
2. $\frac{7}{14}$	7. $\frac{2}{8}$
3. $\frac{3}{9}$	8. $\frac{10}{15}$
4. $\frac{4}{6}$	9. $\frac{12}{12}$

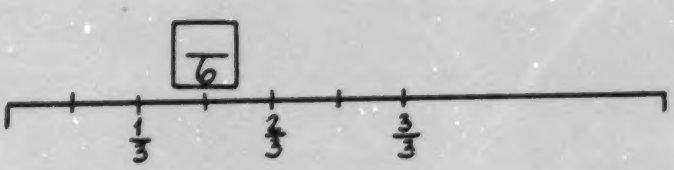
P.O. 5.06.01.03

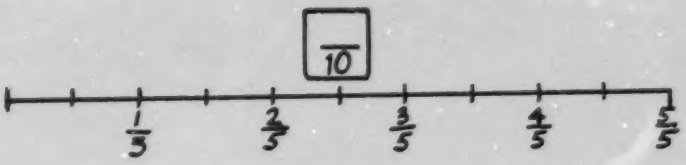
NAME:_____ CLASS:_____ DATE:_____

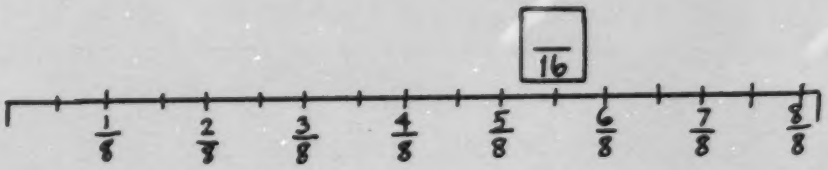
Directions: Fill in the ☐ to name the number between two fractions.



Between $\frac{2}{4}$ and $\frac{3}{4}$ there is $\frac{5}{8}$.







P.O. 5.06.01.04

NAME:_____ CLASS:_____ DATE:_____

Directions: Rename each fraction in simplest terms.

$\frac{2}{4} = \frac{1}{2}$	$\frac{8}{16} = \frac{1}{2}$
Rename each in simplest form.	
1. $\frac{6}{12}$	6. $\frac{9}{36}$
2. $\frac{8}{24}$	7. $\frac{18}{36}$
3. $\frac{3}{18}$	8. $\frac{10}{50}$
4. $\frac{9}{27}$	9. $\frac{9}{72}$
5. $\frac{6}{18}$	10. $\frac{12}{54}$

P.O. 5.06.02.01

NAME:_____CLASS:_____DATE:_____

Directions: Find the Greatest Common Factor.

Factors of 6 : 1, 2, 3, 6
Factors of 12 : 1, 2, 3, 4, 6, 12
Common Factors of 6 and 12 : 1, 2, 3, 6
Greatest Common Factor GCF (6, 12) = 6

Find the Greatest Common Factor.

1. 16 and 24

2. 44 and 55

3. 12 and 20

4. 32 and 48

5. 24 and 40

6. 9 and 30

P.O. 5.06.02.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Find the Least Common Multiple.

The multiples of 4 are 4, 8, 12, 16, 20, 24, 28, 36 ...
The multiples of 3 are 3, 6, 9, 12, 15, 18, 21, 24 ...
The common multiples of 4 and 3 are 12 and 24
The Least Common Multiple LCM (3,4) = 12

Write the Least Common Multiple of the numbers.

1. 4 and 9

2. 6 and 8

3. 4 and 10

4. 6 and 11

5. 4 and 12

6. 10 and 20

7. 6 and 14

8. 8 and 9

P.O. 5.10.01.01

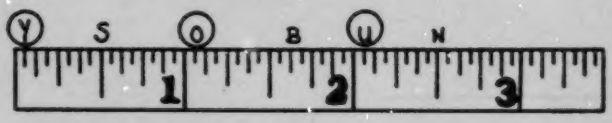
NAME:_____ CLASS:_____ DATE:_____

Directions: Read the measurement below each space. Find the measurement on the ruler. Circle the letter that goes with the measurement and write that letter on the blank.

Find the Message

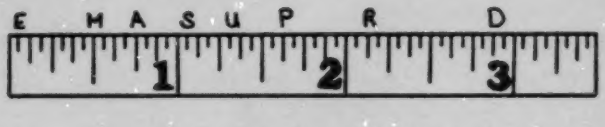
Y O U

$\frac{1}{16}$" $1\frac{1}{16}$" $2\frac{1}{16}$"



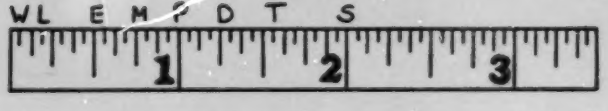
_____ _____ _____ _____ _____ _____ _____

$\frac{8}{16}$" $\frac{1}{16}$" $\frac{12}{16}$" $1\frac{1}{16}$" $1\frac{5}{16}$" $2\frac{2}{16}$" $\frac{1}{16}$"



_____ _____ _____ _____

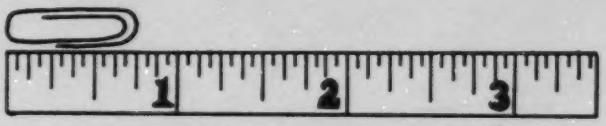
$\frac{1}{16}$" $\frac{8}{16}$" $\frac{3}{16}$" $\frac{3}{16}$"



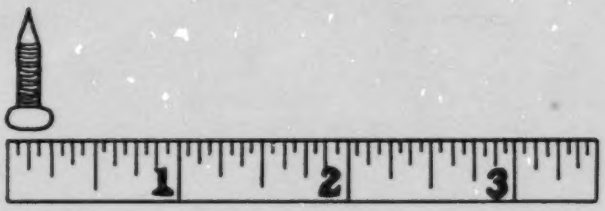
P.O. 5.10.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Read each question and fill in the blank.

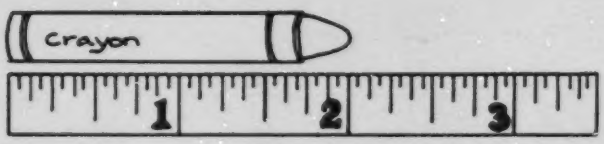


The paper clip is $\frac{3}{4}$ of an inch long. How many $\frac{1}{16}$ of an inch is the paper clip? _____



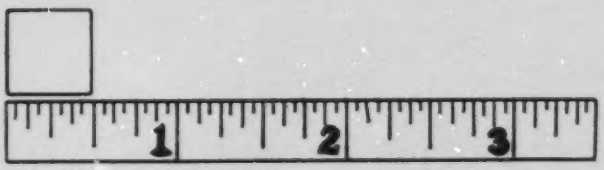
The top of the screw is $\frac{1}{4}$ of an inch. How many $\frac{1}{16}$ of an inch is the top of the screw?

_____



The crayon is 2 inches long. How many $\frac{1}{16}$ of an inch is the crayon?

_____



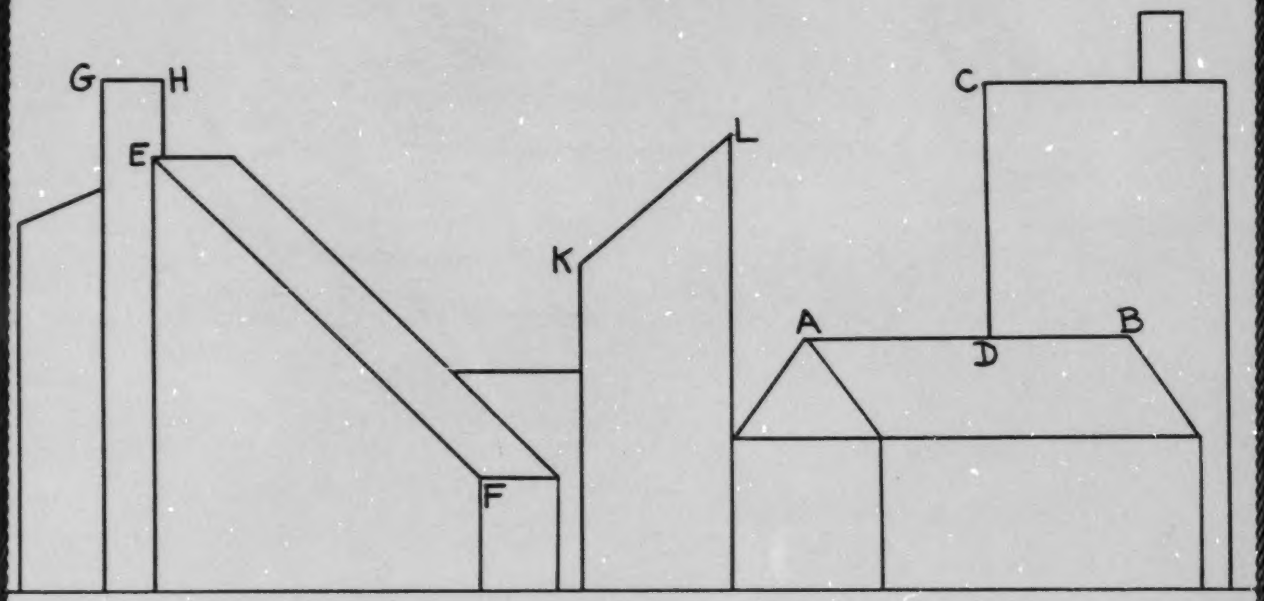
The square is $\frac{1}{2}$ of an inch long. How many $\frac{1}{16}$ of an inch is the square?

_____

P.O. 5.10.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Measure the city. Write your answer on the line.



1. Measure $\overline{AB}$ to the nearest inch. _____

2. Measure $\overline{CD}$ to the nearest half inch. _____

3. Measure $\overline{EF}$ to the nearest quarter inch. _____

4. Measure $\overline{GH}$ to the nearest eighth of an inch. _____

5. Measure $\overline{KL}$ to the nearest sixteenth of an inch.

_____

NAME:_____ CLASS:_____ DATE:_____

Directions: Fill in the proper metric unit (mm, cm, m, km).

To measure your finger _____

To measure a pin-head _____

To measure the height of a small building _____

To measure the length of highway _____

To measure the length of your pencil _____

To measure the distance from home plate to left field _____

To measure the height of a sky - scraper _____

Why are the numbers 10, 100, 1000 so important in the metric system?

P.O. 5.10.02.02

NAME:_____ CLASS:_____ DATE:_____

Solve the following problems.

John walked 3000 meters, how many kilometers did he walk?

Tina's pencil is 50 millimeters, how many centimeters is that?

Carlos threw the ball 800 centimeters.
How many meters is that?

Read the following statements.

Write true if the statement is possible.
Write false if the statement is impossible.

John's father is 8 millimeters tall. _____

Maria's pencil is 5 centimeters long. _____

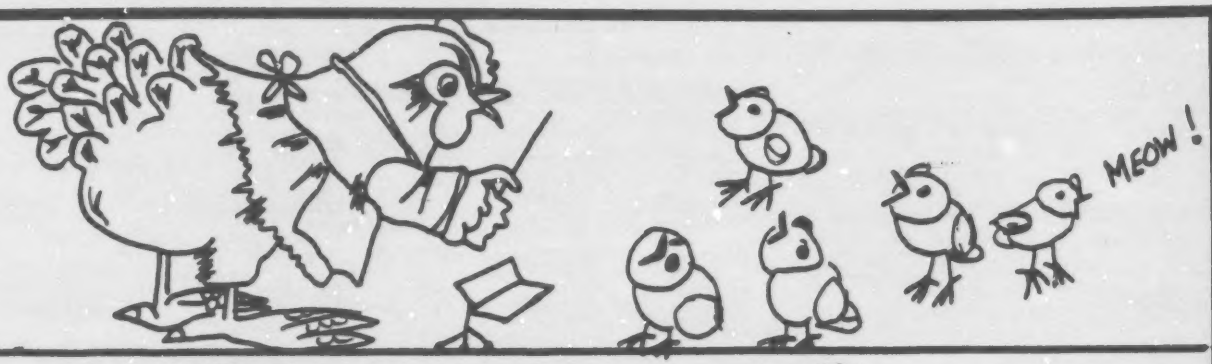
Jack hit a ball 9 kilometers. _____

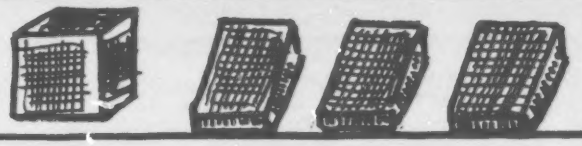
Lucy's scratch is 7 millimeters. _____

P.O. 5.07.01.01

NAME:_____ CLASS:_____ DATE:_____

Write the correct decimal number.





Ones	Tenths	Hundredths	Thousandths	
7	0	3	8	=
2	1	0	4	=
9	9	3	0	=

Five and sixty four hundredths =

Twelve and eight hundred twenty nine thousandths =

Six and three hundredths =

Seventeen and eleven thousandths =

Forty five and eighty hundredths =

P.O. 5.07.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Fill in the frame with either > , < or =.

Ones	tenths	Hundredths	Thousandths
0	1	5	3
0	2	6	
0	0	8	
0	9	9	9
0	7	5	

Ones	tenths	Hundredths	Thousandths
0	5	3	1
0	0	9	8
0	0	8	0
0	8	9	9
0	7	5	0

(1) 0.386 ☐ 0.88

(2) 0.075 ☐ 0.75

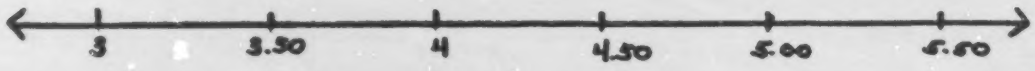
(3) 0.675 ☐ 0.670

(4) 0.451 ☐ 0.415

(5) 0.862 ☐ 0.86

_____CLASS:_____DATE:_____

Directions: Round to the nearest whole number. Use the number line if you need help.



3.98	3.33
4.05	4.68
4.47	5.42
16.8	9.7
2.4	15.69
5.22	8.04
135.5	26.50
1.91	99.49

P.O. 5.07.02.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Use addition and subtraction to complete the chart.

Cross-Country Skiing Events

Skier #	Event #1 Points	Event #2 Points	Total Points
62	42.834	39.921	
74	43.172	44.813	
83	45.364		86.501
47		42.186	81.548
55	41.002	43.2	
39	43.019		88.640

Skier #_____ scored the highest number of points.

51

P.O. 5.07.02.02

NAME:_____ CLASS:_____ DATE:_____

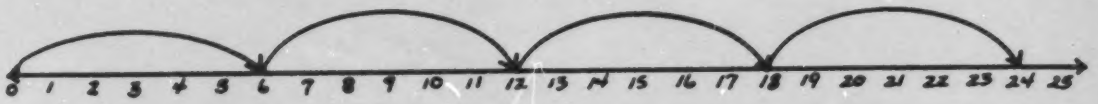
Directions: Read each word problem. Give a guess-timate and an estimate. Then find the exact answer.

Problem	Guesstimate	Estimate	Example -Answer
1. Sam bought two melons. One melon weighed 6.26 kg. the other melon weighed 4.342 kg.. What was the total weight of both melons?			
2. The deepest area of the Atlantic Ocean is 8.648 km. the deepest area in the Pacific Ocean is 11.034 km. How much deeper is the Pacific Ocean at its deepest area?			
3. James spent $18.79 at the sporting goods store. He bought sweat pants and a sweat shirt. The sweat pants cost $10.25. How much did the sweat shirt cost?			
4. The distance from New York City to Albany is 246.337 km. The distance from Albany to Buffalo is 450.8 km. What is the distance from New York City to Buffalo?			
5. The first place runner ran the 400 meter hurdle in 51.006 seconds. He beat the second place runner by 2.731 seconds. What was the finishing time for the second runner?			

P.O. 5.14.05.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the products.



4 X 6 = ____

1. 3 x 6 = ____	13. 9 x 5 = ____
2. 8 x 4 = ____	14. 9 x 10 = ____
3. 9 x 6 = ____	15. 6 x 1 = ____
4. 10 x 4 = ____	16. 7 x 0 = ____
5. 11 x 5 = ____	17. 8 x 6 = ____
6. 12 x 12 = ____	18. 9 x 4 = ____
7. 6 x 8 = ____	19. 3 x 5 = ____
8. 12 x 7 = ____	20. 7 x 11 = ____
9. 9 x 4 = ____	21. 12 x 3 = ____
10. 12 x 1 = ____	22. 6 x 6 = ____
11. 11 x 0 = ____	23. 8 x 8 = ____
12. 3 x 8 = ____	24. 8 x 9 = ____

P.O. 5.14.05.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the product.

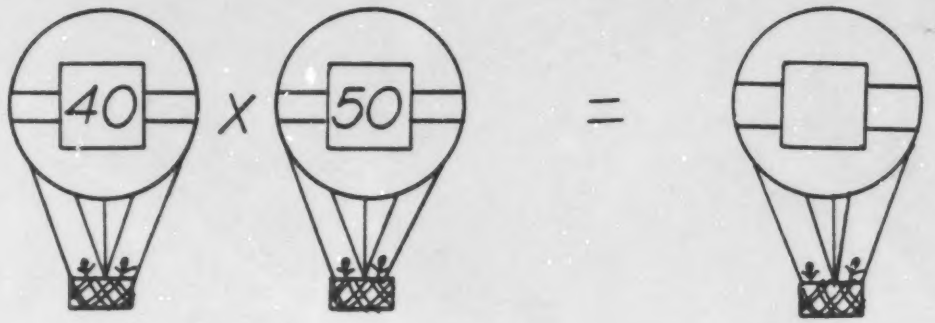
36 x 3	46 x 4	53 x 6	82 x 4
96 x 3	82 x 9	47 x 6	86 x 5
126 x 3	157 x 3	485 x 7	962 x 8
816 x 4	821 x 9	187 x 6	248 x 9

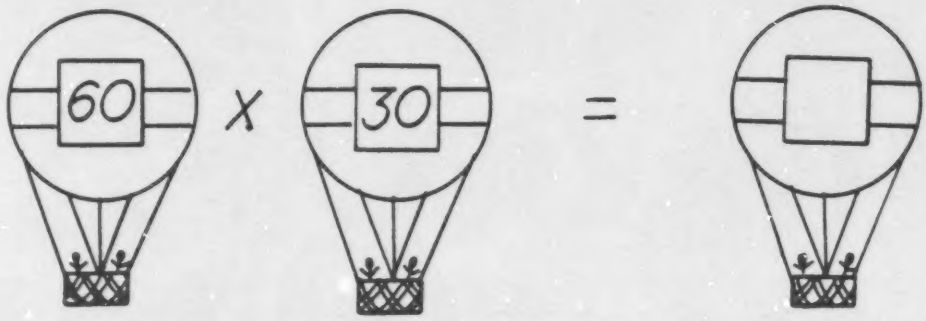
P.O. 5.04.01.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Complete the chart. Fill in the balloons.

X	10	20	30	40
10				
20				
30				
40				

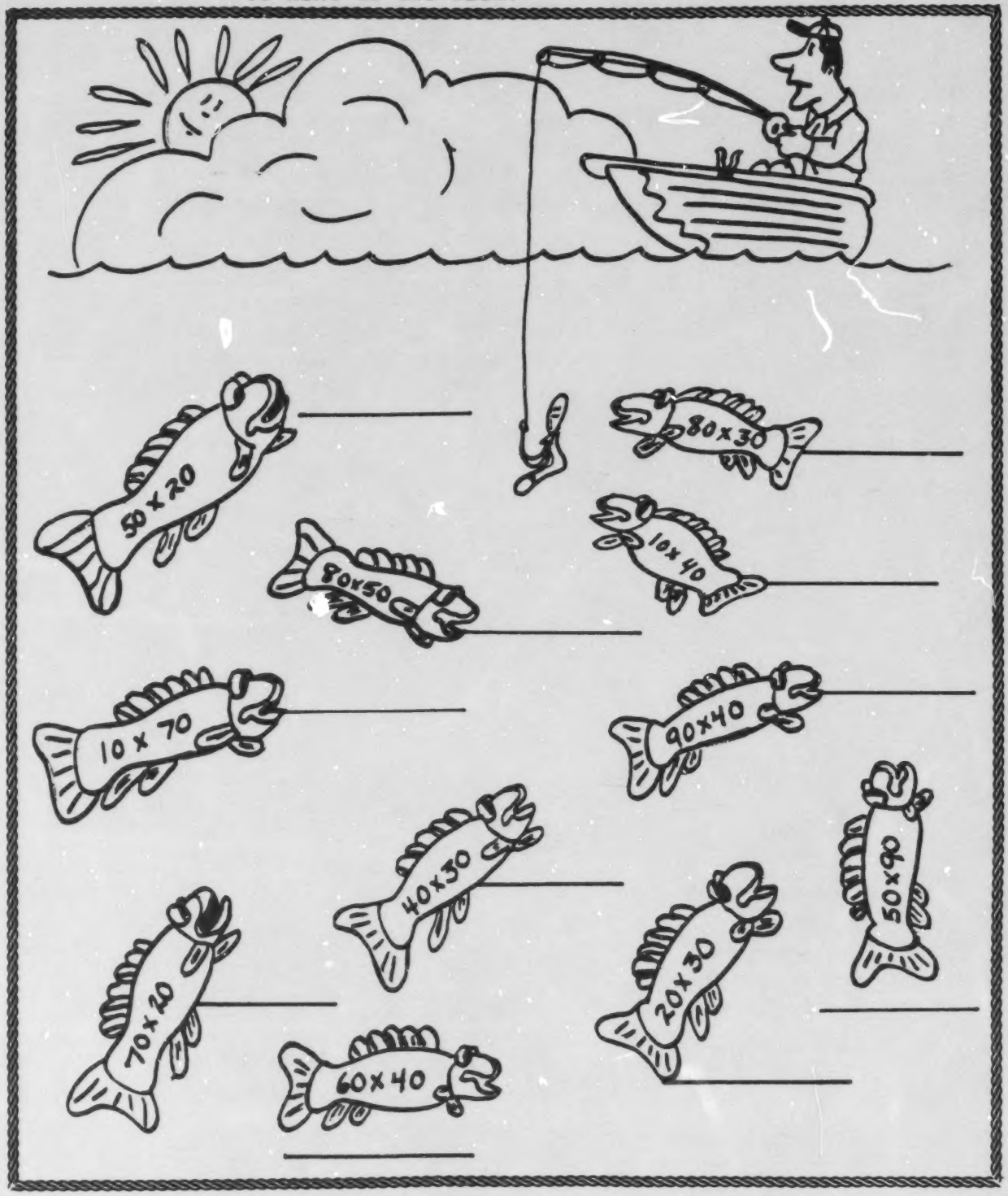




P.O. 5.04.01.01

NAME:_____ CLASS:_____ DATE:_____

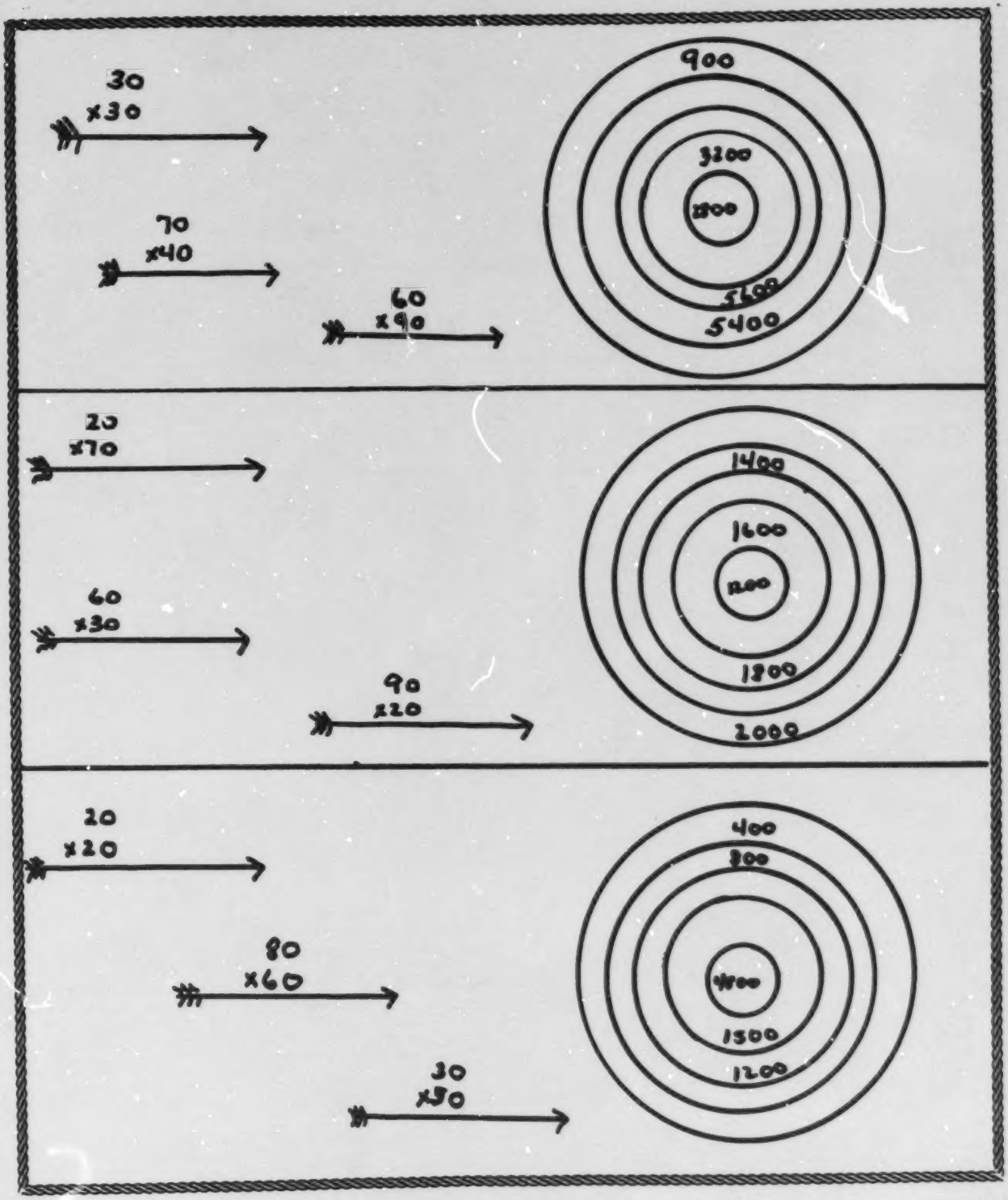
Directions: How many fish can you catch? Multiply the factors in the fish. Write your answer on the line under or next to the fish.



P.O. 5.04.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Multiply. Draw a line from the arrow to the number on the Target that matches your answer.



P.O. 5.04.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: After you solve each problem write the answer on the line at the right.

1. The candy store owner had 20 boxes of gumballs in his store. Each box had 80 gumballs in it. How many gumballs were in all the boxes?

_____

2. There were 10 cylinders of pretzels in the candy store. Each cylinder had 30 pretzels in it. How many pretzels did the store owner have all together?

_____

3. On a shelf were 40 boxes of lollipops with 80 lollipops in each box. How many lollipops were there in all?

_____

4. A rack of potato chips had 20 rows with 20 bags of potato chips in each row. How many bags of potato chips were on the rack in all?

_____

P.O. 5.04.01.03

NAME:_____CLASS:_____DATE:_____

Directions: Solve.

1. There were 90 buses going on a tour of the Great Lakes. Each bus carried 40 people. How many people toured the Great Lakes?

2. On the first Sunday in June 60 families reserved picnic tables at the park. If there were 20 people in each family how many people were in the park?

3. There will be 80 students at Graduation. Each person will have 10 guests. How many people will attend the Graduation?

4. John counted 80 seeds from one pine cone. He then counted 50 pine cones on a tree. How many seeds were on the tree?

P.O. 5.04.02.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Solve the following problems.

1. 53 x 24 =

   24 = 20 + 4
   then

   53 x 24 = 53 x (20 + 4)
   =(53 x 20) + (53 x 4)
   = 1060 + 212
   = 1272

2. 73 x 32 =

3. 95 x 43 =

4. 49 x 37 =

5. 93 x 56 =

P.O. 5.04.02.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Multiply

26 x 34 1 0 4 — 4 x 26 7 8 0 — 30 x 26 8 8 4 — 34 x 26	39 x 23 □□□ — 3 x 39 □□□ — 20 x 39 □□□ — 23 x 39
52 x 38 □□□ — 8 x 52 □□□□ — 30 x 52 □□□□ — 38 x 52	73 x 32 □□□ — 2 x 73 □□□□ — 30 x 73 32 x 73

1. 47 x 36 6 x 47 _____ 30 x 47	2. 88 x 45 5 x 88 _____ 40 x 88	3. 77 x 64 4 x 77 _____ 60 x 77
4. 52 x 45	5. 65 x 56	6. 78 x 92

P.O. 5.04.02.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Solve.

1. Mr. Garcia planted 26 tomato plants in each of 34 rows. How many tomato plants did he plant?

Answer _____

2. There are 36 crayons in one box. How many crayons are there in 32 boxes?

Answer _____

3. There are 12 cans of milk in a box. How many cans will 54 boxes hold?

Answer _____

4. There are 12 inches in one foot. How many inches are there in 24 feet?

Answer _____

5. There are 36 inches in one yard. How many inches are there in 15 yards?

Answer _____

6. There are 48 candies in one bag. How many candies will 15 bags hold?

Answer _____

P.O. 5.04.03.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Multiply. Use the key to break the code.

L	A	T	K	H	E	I
1,000	2,000	3,000	4,000	5,000	16.000	7,000
U	R	P	M	S	C	N
18,000	9,000	10.000	6,000	8,000	15,000	12,000

100 x 50 = 5,000 H	400 x 40 = ____	100 x 10 = ____	200 x 50 = ____
100 x 70 = ____	100 x 20 = ____	100 x 60 = ____	
100 x 80 = ____	100 x 30 = ____	600 x 30 = ____	300 x 50 = ____	100 x 40 = ____
100 x 70 = ____		300 x 40 = ____	
50 x 100 = ____	800 x 20 = ____	100 x 90 = ____	200 x 80 = ____

P.O. 5.04.03.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Match the factors in Column A with the renamed factors in Column B.

Make a Match

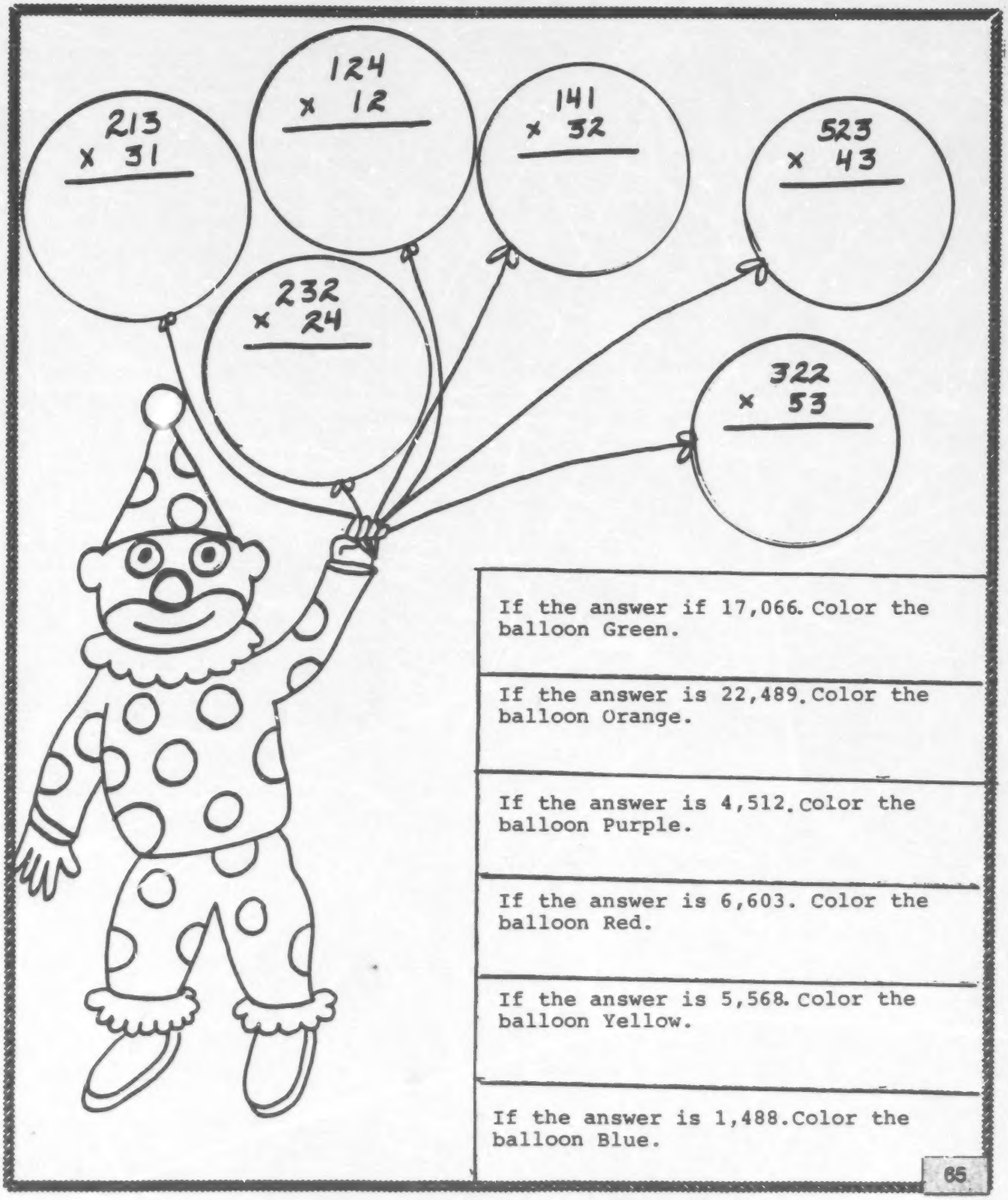
Column A	Column B
132 x 34	(428 x 30) + (428 x 7)
225 x 53	(132 x 40) + (132 x 3)
428 x 37	(225 x 50) + (225 x 3)
183 x 54	(428 x 50) + (428 x 4)
132 x 43	(132 x 30) + (132 x 4)
225 x 36	(183 x 40) + (183 x 5)
428 x 54	(225 x 30) + (225 x 6)
183 x 45	(183 x 50) + (183 x 4)

64

P.O. 5.04.03.03

NAME:_____CLASS:_____DATE:_____

Directions: Solve. Color in the balloons.



If the answer if 17,066. Color the balloon Green.

If the answer is 22,489. Color the balloon Orange.

If the answer is 4,512. Color the balloon Purple.

If the answer is 6,603. Color the balloon Red.

If the answer is 5,568. Color the balloon Yellow.

If the answer is 1,488. Color the balloon Blue.

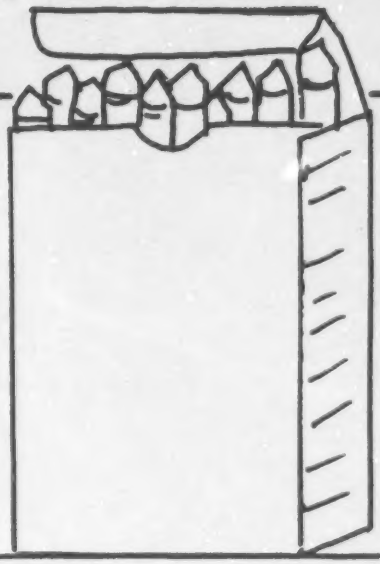
65

P.O. 5.04.03.04

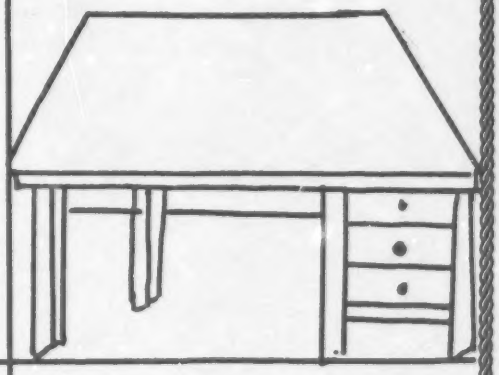
NAME:_____ CLASS:_____ DATE:_____

Directions: Solve. Show your work within the picture.

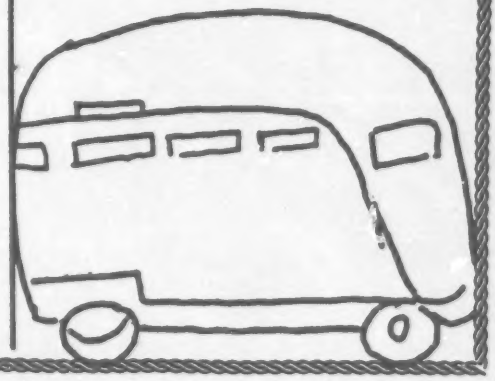
1. Your school's supply room has 242 boxes of crayons with 16 crayons in a box. How many crayons are in the supply room altogether?



2. Your school has 125 classrooms. Each classroom has 35 desks in it. How many desks are in the school building?



3. Some of the classes in your school took a trip by bus. There were 115 buses with 28 children on each. How many children went on the trip?



66

P.O. 5.14.06.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Find the quotient.

36 ÷ 6 = ☐	72 ÷ 8 = ☐
45 ÷ 9 = ☐	81 ÷ 9 = ☐
144 ÷ 12 = ☐	90 ÷ 10 = ☐
36 ÷ 12 = ☐	120 ÷ 10 = ☐
16 ÷ 2 = ☐	80 ÷ 8 = ☐
121 ÷ 11 = ☐	96 ÷ 12 = ☐
99 ÷ 11 = ☐	84 ÷ 12 = ☐
99 ÷ 9 = ☐	15 ÷ 3 = ☐
28 ÷ 4 = ☐	18 ÷ 6 = ☐
36 ÷ 4 = ☐	18 ÷ 3 = ☐
56 ÷ 7 = ☐	54 ÷ 9 = ☐

P.O. 5.14.06.02

NAME: _____ CLASS: _____ DATE: _____

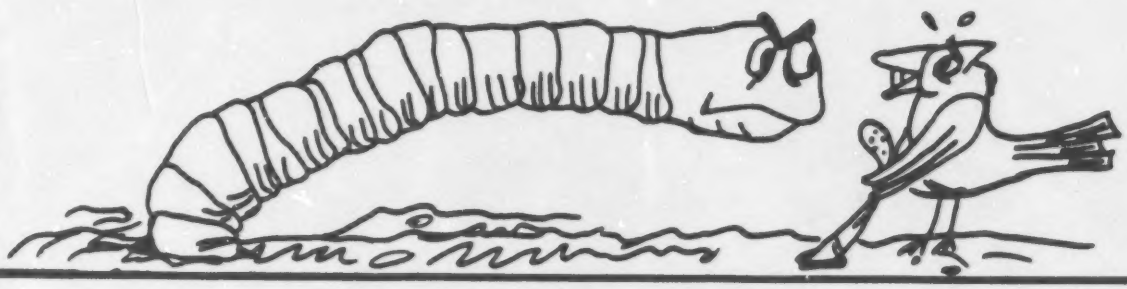
Directions: Find the quotient.

2/ 86	3/ 393
6/ 66	3/ 696
4/ 84	3/ 69
4/ 848	3/ 693

P.O. 5.05.01.01

NAME:_____ CLASS:_____ DATE:_____

Solve the following problems. Do you see a pattern in the quotients?



(1) $2\overline{)20{,}000 + 9{,}000 + 600 + 90 + 0}$ Check

(2) $3\overline{)30{,}000 + 7{,}000 + 0 + 30 + 5}$ Check

(3) $2\overline{)40{,}000 + 6{,}000 + 900 + 10 + 12}$ Check

(4) Will these examples give the same answer? Why ?

$4\overline{)\ 85712}$

Check

$4\overline{)80{,}000 + 5{,}000 + 700 + 10 + 2}$

P.O. 5.05.01.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the quotients and check. Use repeated subtraction.

```
      14,841
4) 59,364
   -40,000
    19,364
   -16,000
     3,364
     3,200
       164
      -160
         4
        -4
```

Check

```
  14,841
x     4
59,364
```

Find the quotient and Check.

5) 52,685

6) 636,876

4) 86,344

P.O. 5.05.01.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Solve the problems. Look for the answer below. Write the letter of the problem above the answer. The message will tell you if your answers are correct.

R

A school district has 45,424 pencils which must be shared by 4 schools. How many pencils will each school receive?

G

There are 55,775 bars of candy. If they are packed in 5 boxes - How many bars are in each box?

T

67,530 baseball cards are to be shared by 6 boys - how many cards will each boy get?

H

A warehouse has 34,371 peaches which must be shared evenly among 3 supermarkets. How many peaches will each supermarket receive?

I

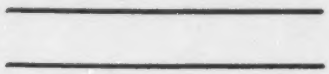
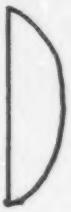
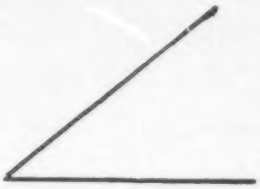
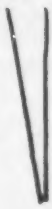
A boy has 34,752 marbles which are to be shared by his 3 frends. How many mables will each friend receive?

11,356	11,584	11,151	11,457	11,255

P.O. 5.09.02.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Identify which of the following figures are angles by circling the correct letter. Label the rays and the vertex.

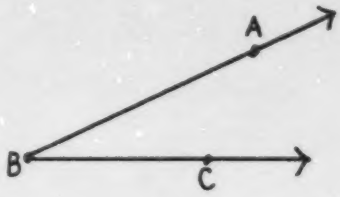
A	B	C 
D	E	F
G	H 	I
J 	K	L 

Angles are: A B C D E F G H I J K L

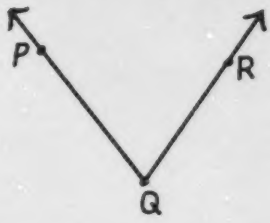
P.O. 5.09.02.02

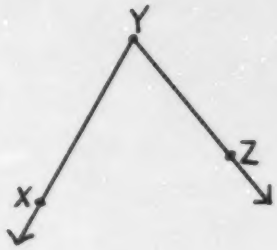
NAME:_____ CLASS:_____ DATE:_____

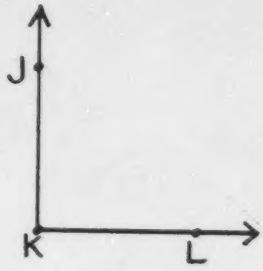
Directions: A. a) Use three letters to name each angle.
b) Name the angle at the vertex.
B. Use three letters to name each angle. C. Answer the questions.

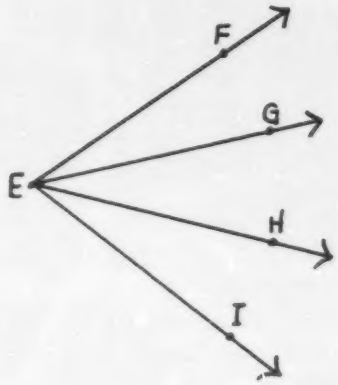


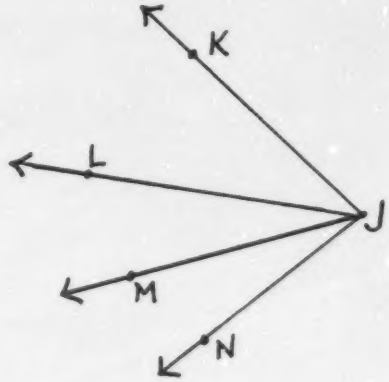
∡ ABC
∡ CBA
∡ B

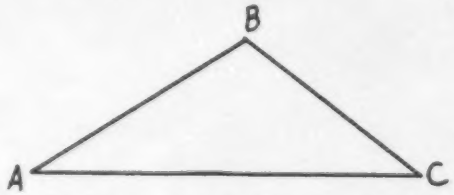










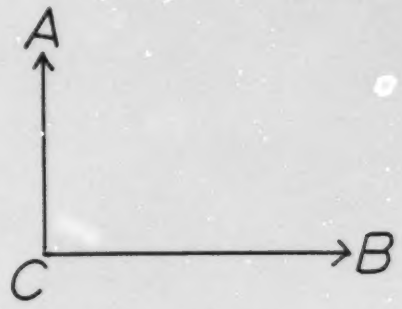


Angle B is called the angle of the triangle and is written as ∡B. Name the other other angles of the triangle.

P.O. 5.09.02.02

NAME: _____ CLASS: _____ DATE: _____

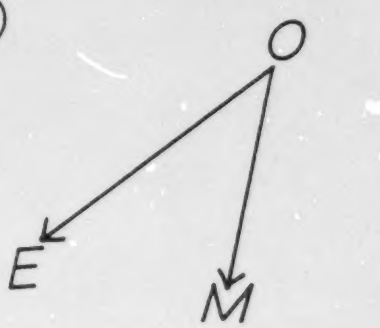
Directions: Name each angle using the symbol ∠.

① 

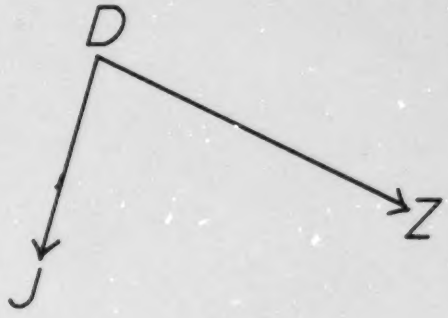
∠ACB

②

_____

③ 

_____

④ 

_____

⑤

_____

⑥

_____

P.O. 5.09.03.01

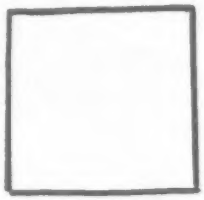
NAME:_____CLASS:_____DATE:_____

Directions: A. Measure the angles in each figure and determine the number of right angles.

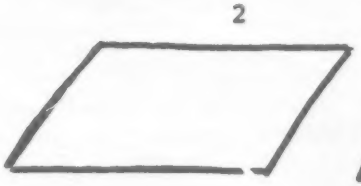
B. Draw right angles on points A through F. Use a protractor.

A.

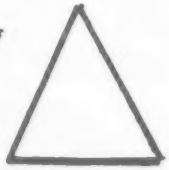
1



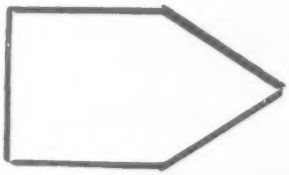
2



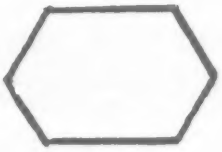
3



4



5



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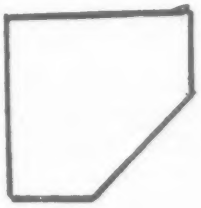
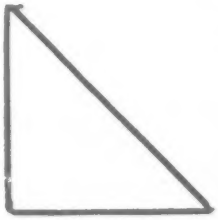
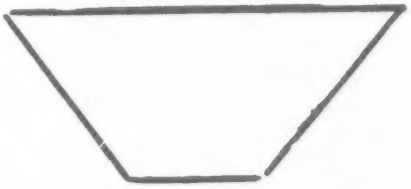


7





9

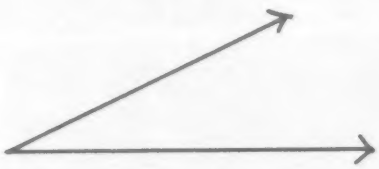
Figure	1
	2
	3
	4
	5
	6
	7
	8
	9

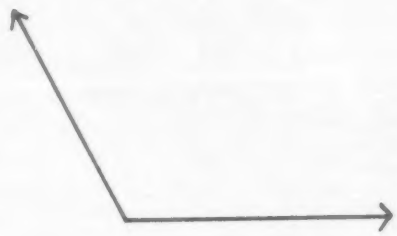
B.

P.O. 5.09.03.02

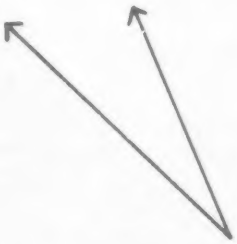
NAME: _____ CLASS: _____ DATE: _____

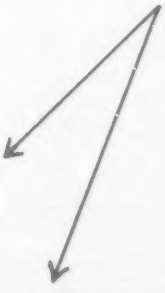
Directions: Label each angle acute or obtuse.

1. 

2. 

3.

4. 

5. 

6.

P.O. 5.09.03.02

NAME:_____ _____CLASS:_____DATE:_____

Directions: Identify right, acute and obtuse angles.

right, acute, or obtuse angles

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

8.

_____

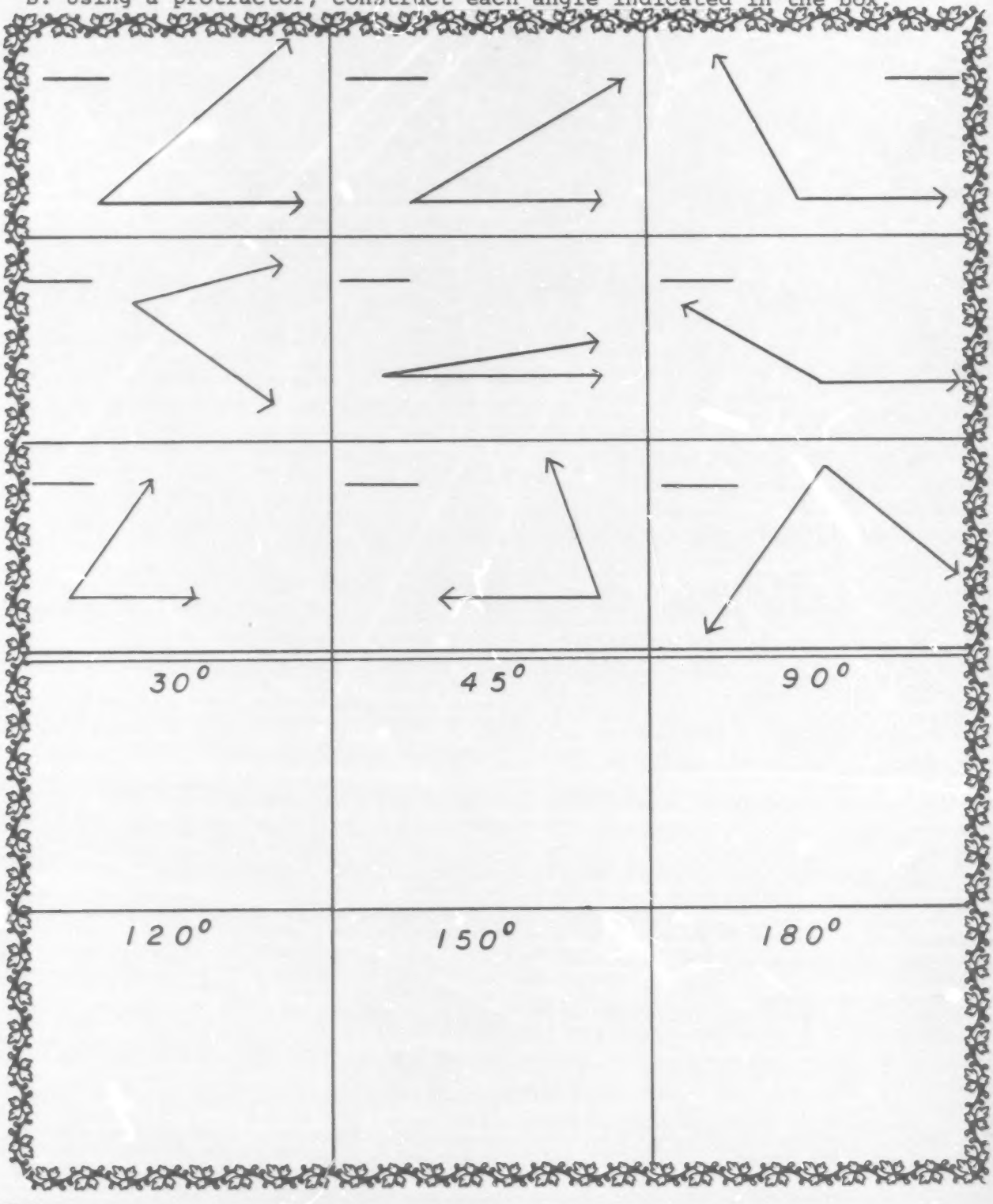
9.

_____

P.O. 5.09.03.03

NAME:_____CLASS:_____DATE:_____

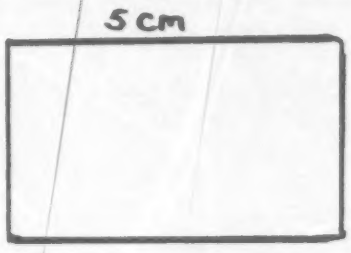
Directions: A. Measure each angle. Write the number of degrees inside the angle. Label the angle acute or obtuse.
B. Using a protractor, construct each angle indicated in the box.



P.O. 5.10.03.01

NAME:_____ CLASS:_____ DATE:_____

Directions: 1. Measure each side to the nearest cm.
2. Write each length in the blank.
3. Compute the perimeter.



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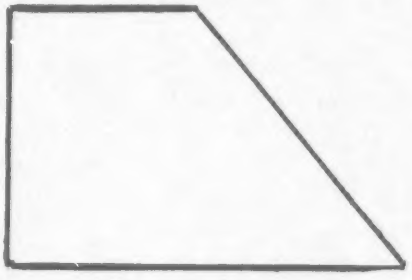
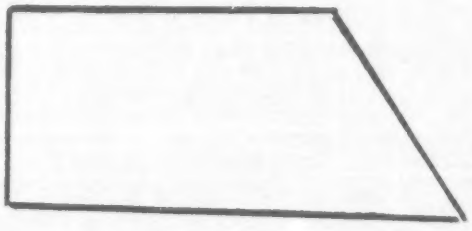


_____



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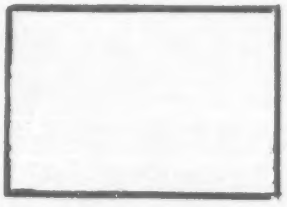
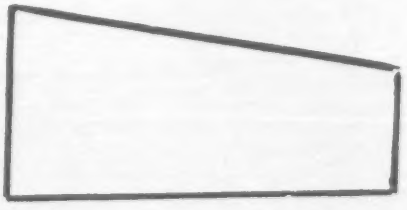


_____

_____



_____

P.O. 5.10.03.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Solve the problems.

Answer the following questions.

(1) A field is 300 yards long and 150 yards wide. If John ran around it once, how far did he run?

(2) How could you find the perimeter of the classroom? (If the room has tiled floor it might help)

(3) John says he can figure - out the perimeter of any rectangle by just knowing the length and width (2 of the 4 sides) Is he right?

(4) You are in the business of putting up fences. One day you get two possible jobs of which you can only take one. Mr White wants a fence around his yard which measures 30 ft by 50 ft. Mr Black wants a fence around his home which measure 40ft by 70ft. Which job is the one you will take? Why?